R E P O R T R E S U M E S

ED 017 177 EM 006 082

EDUCATIONAL BROADCASTS OF NHK. (SPECIAL ISSUE OF NHK TODAY AND TOMORROW)

JAPAN BROADCASTING CORP., TOKYO, PUB. RELAT. BOARD
EDRS PRICE MF-$0.25 HC-$1.92 46P.

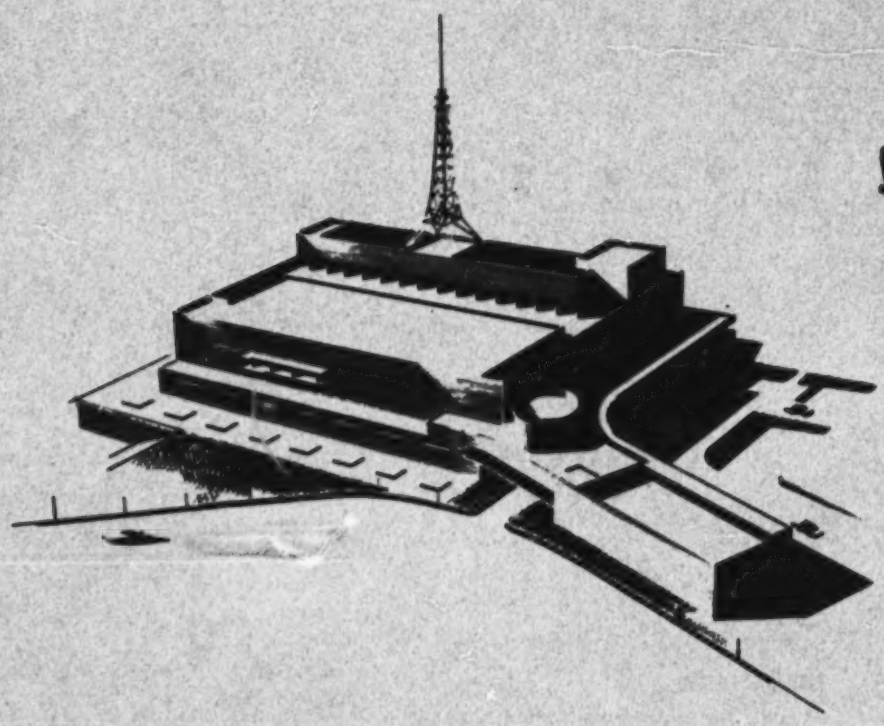
DESCRIPTORS- *EDUCATIONAL RADIO, *EDUCATIONAL TELEVISION, *PROGRAM DESCRIPTIONS, *HIGH SCHOOLS, ELEMENTARY SCHOOLS, COLLEGES, *CORRESPONDENCE COURSES, *VOCATIONAL EDUCATION, ADULT EDUCATION,

THIS DOUCUMENT DESCRIBES THE JAPANESE EDUCATIONAL SYSTEM, AND PROGRAM STANDARDS FOR JAPAN BROADCASTING CORPORATION (NHK). NHK PROVIDES ELEMENTARY AND SECONDARY SCHOOLS WITH EDUCATIONAL PROGRAMS. HIGH SCHOOL AND COLLEGE CORRESPONDENCE COURSES ARE OFFERED, AS ARE VOCATIONAL AND SOCIAL EDUCATION COURSES. (MS)

ED0171177

A

EM006082



Public Relations Board

Nippon Hoso Kyokai (Japan Broadcasting Corporation), Tokyo, Japan

NHK Today and Tomorrow

SPECIAL ISSUE

EDUCATIONAL BROADCASTS OF NHK

This is issued once a month. Permission is not necessary for use of any article contained herein.

EDUCATIONAL BROADCASTS OF NHK

(Special issue of NHK TODAY AND TOMORROW)

— CONTENTS —

I. STANDARD FOR PROGRAMING 1

II. THE EDUCATIONAL SYSTEM OF JAPAN 4

III. PROGRAMS FOR SCHOOLS 6

1. Sound broadcasts 6

2. Television broadcasts 6

3. How are NHK school broadcasts utilized ? 6

4. Texts 7

5. Planning of programs 7

6. Research system 8

7. School program utilization situation and results 8

IV. THE "JAPAN PRIZE" INTERNATIONAL EDUCATIONAL PROGRAM CONTEST . 11

V. THE CORRESPONDENCE EDUCATION IN JAPAN 13

1. Kinds of high school education 13

2. Present status of correspondence high schools 14

VI. SENIOR HIGH SCHOOL CORRESPONDENCE COURSE OF NHK 15

VII. NHK GAKUEN CORRESPONDENCE SENIOR HIGH SCHOOL 19

VIII. ACTIVITIES OF THE NHK CORRESPONDENCE SCHOOL BROADCAST DIVISION 22

IX. HIGHER EDUCATION AND CORRESPONDENCE EDUCATION IN JAPAN..... 30

1. College education as higher education 30

2. College correspondence education 30

3. College correspondence education and broadcasting 31

4. Future of college correspondence education 32

X. FUTURE OF CORRESPONDENCE EDUCATION BROADCASTS 33

XI. SPECIAL PROGRAMS FOR PHYSICALLY OR MENTALLY HANDICAPPED CHILDREN 34

XII. SOCIAL EDUCATION PROGRAM 34

1. Basic concept of social education programs 34

2. Concrete methods of utilizing social education programs and results thereof 35

3. Foreign language lessons 36

4. Vocational and technical lessons 37

5. Agricultural programs 39

6. Programs for small children 40

7. Women's programs 41

8. Young people's class 42

9. Programs for business management 42

10. Science programs 42

I STANDARD FOR PROGRAMMING

NHK is the only non-commercial public broadcasting service organization in Japan and neither state-operated nor semi-governmental in character. NHK depends for its finances solely on revenues derived from fees paid by radio listeners and television viewers throughout the country who subscribe to its services. It is a special juridical organization provided for by the Broadcast Law. This Law provides that NHK's programs shall be governed by the following three guiding principles:

1. Shall exert its possible efforts to satisfy the wishes of the people as well as to contribute to the elevation of the level of civilization by broadcasting rich and good broadcast programs.

2. Shall keep local programs in addition to national programs.

3. Shall strive to be conductive to the upbringing and popularization of new civilization as well as to the preservation of past excellent civilization of our country.

(Clause I, Art. 44 of Broadcast Law)

In accordance with these basic principles, NHK constantly endeavors to expand and improve its educational, informational and entertainment programs both in radio and television.

Night view of the NHK Broadcasting Center

The domestic service comprising radio and television is being conducted on their respective national networks. Radio broadcasting is operated on the Ist, 2nd and FM networks, and TV broadcasting on the General TV and Educational TV networks.

The General TV Network provides harmoniously arranged educational, cultural, informational and entertainment programs for the home.

The Educational TV Network provides highly cultural programs centering around those for schools and younger generation as well as for the general public.

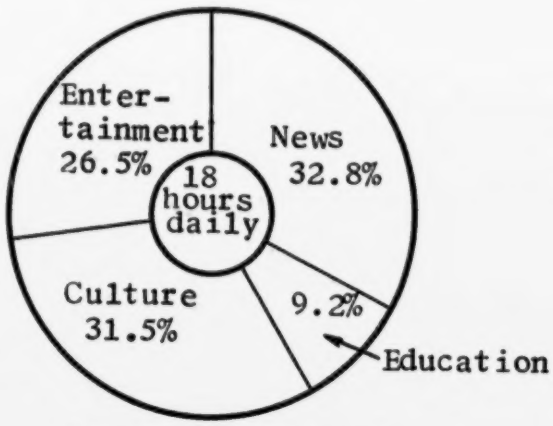
Radio Ist Network presents educational, cultural, informational and entertainment programs for the general publics as in the case of the General TV Network.

Radio 2nd Network presents chiefly educational and cultural programs serving particular groups of listeners. These include school broadcasts correspondence courses, foreign language lessons, programs for farmers and fishermen.

FM Network presents music, dramas, operas, foreign language lessons and high-level educational and cultural programs for the younger generation and the general public, as well as news and weather reports. Efforts are being made to develop original programs which make the most of the characteristics of this system of modulation, such as stereophonic programs with superior tone quality.

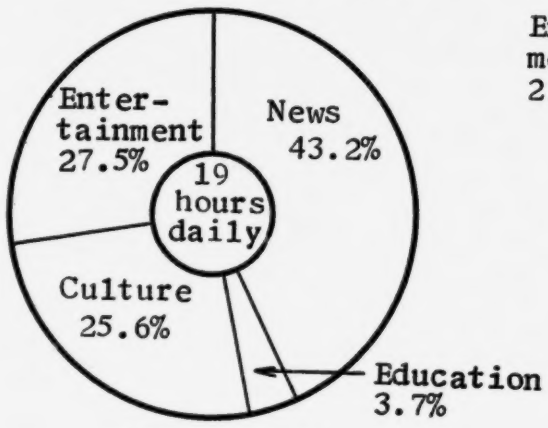
RADIO AND TELEVISION PROGRAM CLASSIFIED BY TYPES

(As of Oct. 1967)

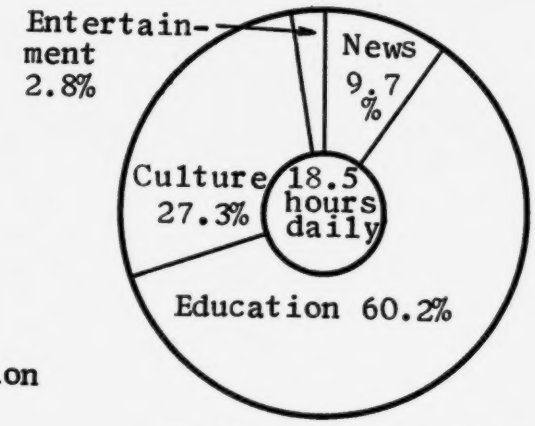


General TV Network

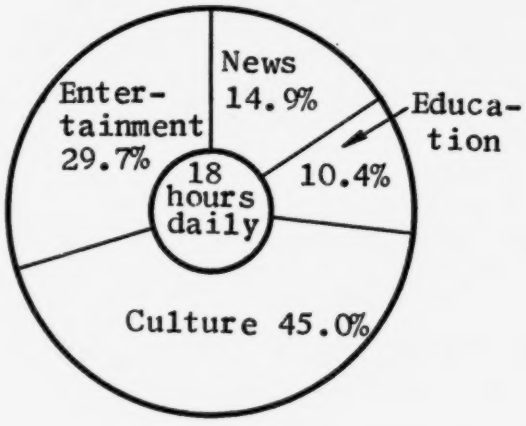
Educational TV Network



Radio 1st Network



Radio 2nd Network



FM Network

NHK produces its educational programs in accordance with the following standards set generally for its domestic services.

Standards for the Educational Programs in General

1. The specific listener audience shall be made clear and the contents of the program shall be appropriate and beneficial.
2. In order to obtain the best educational results, it shall be well organized and continuous.
3. Equal opportunity in education shall be publicized through broadcast.

Standards for School Programs

1. Every effort shall be expended toward the basic plan of compiling a school educational program that can be done only through broadcast.
2. Grade school children's study attitude shall be given consideration along with the development of their mind and body.
3. Seek means of improving the teaching methods for the teachers.

Standards for Children's Programs

1. Considerations shall be given for the reaction on the minds of the children. Strive to infuse wholesome spirit and cultivate abundant sentiments.
2. Avoid programs that would be imitated by the children to their detriment or those that would be easily misinterpreted by them.
3. Avoid expressions that would cause abnormal fear in the children.
4. Superstitions that may bring harm to the children shall not be referred to.

Standard for Cultural Programs

1. The objective is to elevate the cultural aspect in general and to bring about an uplift in the cultural level.
2. The requirements of not only the majority should be met, but every effort to satisfy the demands of the various class levels should be made.
3. Effort shall be made to promote social and community interest and to further the knowledge on the cultural phases of general livelihood.
4. In making public an academic study and in all broadcasts pertaining to expert matters, the integrity and importance of such a subject shall be dully respected and shall be based on logical and professional standards.

In accordance with above standards, NHK's educational broadcasts are conducted for 53 hours 31 minutes weekly in the General TV Network, 123 hours 5 minutes in the educational TV Network, 4 hours 13 minutes in the Radio Ist Network, 113 hours 20 minutes in Radio 2nd Network, and 69 hours 50 minutes in FM Network. And daily 7 hours 44 minutes of the total on TV is in color. (as of Nov. 1967)

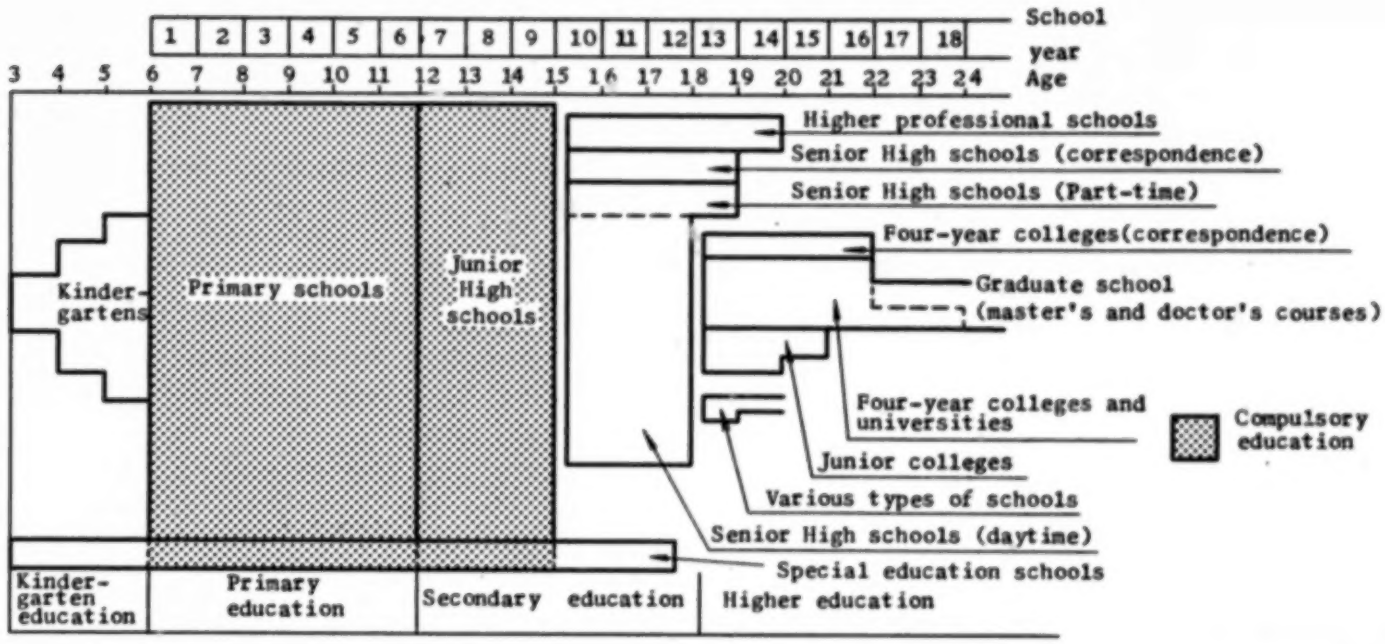
The latest broadcasting techniques and equipment developed by NHK Technical Research Laboratories such as the slow-motion VTR, new remote-control camera systems, chroma-key, etc. are generally adopted in producing educational and cultural programs to heighten their effects.

The constitutional law of Japan provides that "All people shall have the right to receive an equal educational corresponding to their ability".

NHK is determined to continue its sincere endeavors to realize the ideal of "equal opportunity in education for all" from kindergarten to college curricula as well as adult education, social, vocational and technical.

II THE EDUCATIONAL SYSTEM OF JAPAN

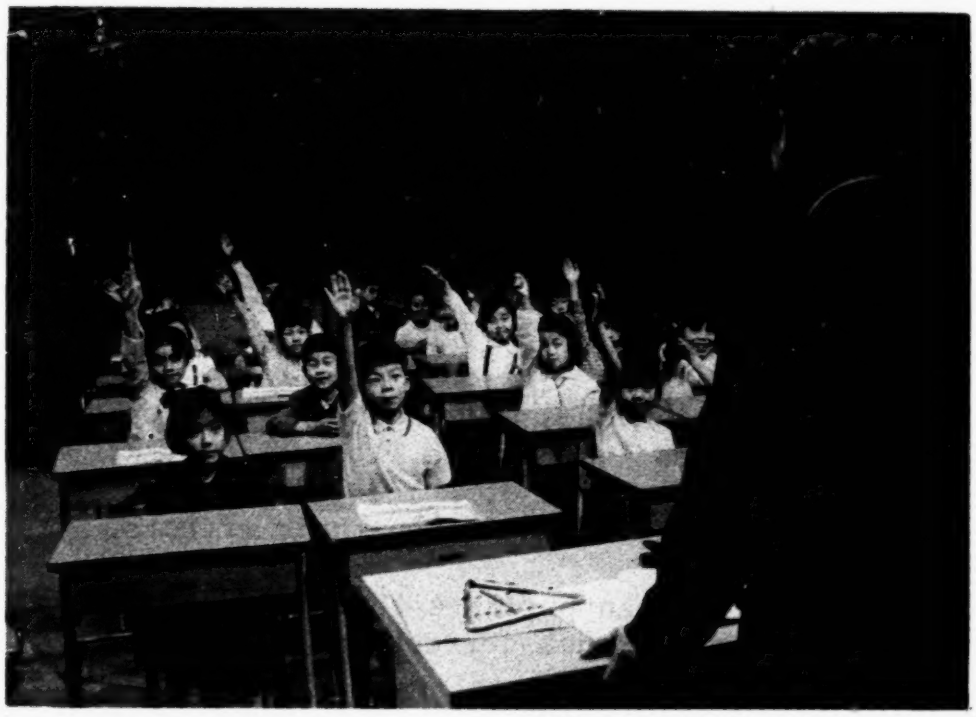
An outline is as shown in the diagram below:


School year
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Kinder-gartens
Primary schools
Junior High schools
Higher professional schools
Senior High schools (correspondence)
Senior High schools (Part-time)
Four-year colleges(correspondence)
Graduate school
(master's and doctor's courses)
Four-year colleges and universities
Junior colleges
Various types of schools
Senior High schools (daytime)
Special education schools
Compulsory education
Kinder-garten education
Primary education
Secondary education
Higher education

The educational system of Japan underwent a drastic change in 1947, two years after the conclusion of World War II.

The point that were changed from the prewar educational system are as follows:

Compulsory education was extended to nine years from former six years by adding three years of early secondary education to the six-year primary education. At the same time, a strong voice was raised for equal educational opportunity, as a result of which the radio of those going on to higher schools after completing compulsory education has increased as of 1967 to 80% against about 20% in the days prior to 1945. These two points constitute outstanding features in postwar education.



SCHOOLS

(As of 1966, Source: Ministry of Education)

Kind	Schools				Teachers * (1000)	Students (1000)	
	Total	National	Public	Private		Male	Female
Primary schools	25,687	70	25,457	160	350	4,897	4,687
Junior high schools	11,851	75	11,159	617	244	2,835	2,721
Senior high schools	4,845	24	3,610	1,211	229	2,617	2,380
Colleges	413	24	39	350	24	41	154
Universities	346	74	37	235	93	867	177

* Including part-time teachers.

III PROGRAMS FOR SCHOOLS

1. Sound broadcasts

Since the radio programs for schools began in 1935, NHK has gradually increased the number of programs and transmissions for schools. In 1952, the school service was transferred to the Second Network, and thereby carried out substantial expansion of school programs.

Currently (as of Nov. 1967), NHK transmits to schools 91 kinds of programs, which total 23 hours 25 minutes a week.

These radio programs for schools include Japanese language, morals, music, English, social studies, etc., and they are transmitted to primary schools, junior and senior high schools.

2. Television broadcasts

NHK began its TV programs for school simultaneously with the commencement of its telecasts in 1953. In 1959, with the introduction of its TV Educational Service, NHK expanded its TV school broadcasts.

Currently (as of Nov. 1967), NHK transmits to schools 98 programs, which total 33 hours 20 minutes a week.

These television programs for schools include science, social studies, morals, music, English, arts, etc., and they are transmitted to kindergartens, primary schools, junior and senior high schools. All the programs for Kindergartens are colored.

3. How are NHK school broadcasts utilized ?

Among the schools which are equipped with both radio and television receiving sets, those which are utilizing the school programs systematically are as follows:

As of July 1966. By NHK Radio and TV Culture Research Institute	T V		Radio	
	Percentage of utilization	Number of utilizing Schools	Percentage of utilization	Number of utilizing Schools
Kindergartens	81.2%	6,180	44.4%	3,260
Primary Schools	78.5%	19,990	54.6%	13,700
Junior high Schools	27.0%	3,060	30.0%	3,450
Senior high Schools	7.9%	290	33.8%	1,280

Example of the program which enjoys the highest reception ratio:
One of the television science programs for primary schools is viewed by 67 per cent of school classrooms throughout the country, namely by more than 1,000,000 pupils.

4. Texts

A total of eleven kinds of manuals for teachers are published. They are:

	Issued number (year)
For Kindergartens (for radio and TV)	90,000
" 1st grade of Primary school (")	210,000
" 2nd " (")	210,000
" 3rd " (")	210,000
" 4th " (")	210,000
" 5th " (")	210,000
" 6th " (")	210,000
" Junior high school (for radio)	150,000
" " (for TV)	120,000
" Senior high school (for radio)	150,000
" " (for TV)	75,000

On the other hand, three kinds of texts for students are published

They are:

"Radio English Classroom" (for first graders of junior high school)	90,000
" " " (for second graders of junior high school)	90,000
" " " (for third graders of junior high school)	90,000

The "Radio English Classroom" is published braille for the blind students.

The programs for Correspondence senior high school are covering many subjects; for instance, Modern Japanese Language, Classical Literature, English, Mathematics .... etc. A total number of these texts is about 478,000.

5. Planning of programs

In planning the school programs, the "School Broadcasting Local Advisory Committees" in various regions of the country, which are commissioned by NHK, examine the original plans of programs. The results of the examination are discussed at the "Central Advisory Committee" session held in Tokyo for decision on the outline of the programs.

(The Central Advisory Committee consists of officials of the Education Ministry, scholars, representative of the Educational Broadcasting Research Association and classroom teachers.)

Respective broadcasting programs are studied by special committees, one by one.

Furthermore, NHK obtains reports every year on the utilization of school programs from 400 schools which are selected out of schools throughout the country and are commissioned to send in reports. Moreover, NHK analyzes results of the investigations conducted by its Radio and TV Culture Research Institute in a constant effort for improvement in the substance of programs.

6. Research system

There is the "National Federation of Radio and TV Education Associations," an independent research organization for study and utilization of school broadcasts and for spread of radio and television education.

The National Federation has, as its subordinate organizations, 8 Bloc Research Societies to cover the entire country, and 54 Prefectural Research Societies.

These research societies and NHK jointly hold many research meetings to discuss the results of researches in order to provide data useful for the improvement of school programs as well as reception facilities.

A total of about 1,600 research meetings were held throughout the country during the 1967 fiscal year with about 300,000 teachers participating.

7. School program utilization situation and results

In general, schools desiring to utilize school programs first obtain, at the beginning of the school year, school program schedules for the year and school broadcast textbooks. Using these as reference materials, the schools select programs that can be utilized during the year and enter them in concrete form into the educational plans for the year.

The schools further study the method of utilization with respect to each school program at the time of drafting monthly guidance plans or weekly guidance plans for each school term.

Of course, school programs are not intended to cover the entire curriculum; they are utilized along, with other teaching materials as part of the total flow of learning activities. School programs are rather intended to help the teacher, provide means which can be available only in radio and television programs, enrich learning activities in the classroom, elevate the learning efficiency and promote the will to study on the part of the pupils.

For example, today considerable danger must be expected when school children in major cities go out of school into the city for field lessons in social studies.

It is also impossible to take large numbers of children to distant places so frequently for field trips in geography or studies of industries. In such cases, television programs for social studies can enrich classroom learning activity by presenting conditions prevailing in various parts of Japan and other nations through films.

In addition, school programs can present live voices of local people and the highly impressive actualities in the classrooms. They can also provide rich teaching materials that can otherwise never be obtained. If a certain

teacher is not well-versed in a certain subject he is in charge, his lack of knowledge can well be supplemented by some programs using first-class lecturers, and it goes without saying that the audio-visual method of teaching possible with school programs help to promote greater interest in learning.

Thus, school programs provide unique means unobtainable from other teaching materials.

Concrete Examples of the Effect of School Programs

1. Results of survey of the effect of school program utilization in remote areas as revealed in the survey conducted by NHK Radio and Television Culture Research Institute for one year beginning in 1962.

For this survey fifth grade classes in the three schools in Ueno-mura, Tano-gun, Gunma-ken were selected as samples. And for the following one year the scholastic achievements of classes utilizing school programs were compared against classes not utilizing them to see what results will be obtained in that period. As a result of this comparative survey, the following points were revealed:

(1) Classes utilizing television school programs showed more notable advance in learning both in the intelligence tests and scholastic achievements in social studies and science. Moreover, pupils with extremely low scholastic ability have disappeared.

(2) In the field of "industries" in social studies, the difference between the television utilizing class and non-utilizing class was the greatest, followed by "commerce, trade and traffic" in the order mentioned.

(3) In the fields of "physics and chemistry" in the science studies, which are most difficult to teach because of the lack of laboratory equipment in schools in the remote areas, the difference in the scholastic achievement between television utilizing and non-utilizing classes was quite marked.

(4) When the sampled classes were tested before beginning of utilizing television school programs, they were below the national average both in intelligence test and in achievements in social studies and science. When the same classes were tested after one year, classes were tested after one year, classes utilizing television programs obtained an average intelligence rating of 52.6, which was above the national average of 50, and the ratings in science and social studies were very close to the national average.

Effect of television school programs on children of remote regions.

		Televiewing group		Non-televiewing group	
		Before experiment	After 1 year	Before experiment	After 1 year
Intelligence	Average	45.4	52.6	46.2	48.9
Social studies	Average	44.9	45.9	43.2	43.1
Science	Average	42.9	47.9	41.0	42.3

2. Report of a Primary School Teacher in Kochi City on Study and Practice at the National Convention of the School Broadcast Study Societies.

After viewing a television science program titled "Fields and Hills in Spring", the children proposed that they go out again to observe fields and hills because, they said, their observations were not as good as that of the television program. So they went out again, and an excellent result was obtained.

This is a good example of a television program teaching means of effective observation, thus improving the learning efficiency and helping the teacher's guidance.

IV THE "JAPAN PRIZE" INTERNATIONAL EDUCATIONAL PROGRAM CONTEST

The JAPAN PRIZE International Educational Program Contest was instituted by NHK in 1965, in commemoration of the 40th anniversary of the inauguration of radio broadcasting in Japan and the first anniversary of the Second International Conference of Broadcasting Organizations on Sound and Television School Broadcasting, organized by NHK and held in Tokyo in April 1964.

The purpose of the present Contest, which is to be held in Japan in October or November every year, is to assist advance educational broadcast programs in all countries and to contribute to the promotion of understanding and co-operation among nations.

There are a number of international competitions designed to raise the standard of broadcasting programs, but this Contest is regarded as the first and only international competition that exists for genuinely educational programs.

The JAPAN PRIZE Contest is open to all broadcasting organizations, or groups of such organizations, which are authorized to operate a broadcasting service by the competent authority in a country or territory that is a member or associate member of the International Telecommunication Union(I.T.U.).

Based on this principle, invitations to participate in the present Contest are sent every year to some 250 such broadcasting organizations in the I.T.U. member countries in the world.

The Participation of "Japan Prize"

		Place	Countries	Organizations	Programs
1st	1965	Tokyo	46	70	185
2nd	1966	Osaka	54	84	161
3rd	1967	Nagoya	61	87	203

It is also worthy of note that the second Contest for The JAPAN PRIZE was honoured with a prize offered by UNESCO in commemoration of the 20th Anniversary of its founding.

The background of the participating organizations in the present Contest is most diverse. They are in many parts of the world and include broadcasting organizations both in the more advanced and emerging countries.

Categories of Programs

For the present Contest the following categories are established for entries in sound broadcasting and television, respectively:

1. School Broadcasting Program directed for Primary Education and Educational Programs intended for Kindergartens and Nursery Schools.

2. School Broadcasting Program directed for Secondary Education.

3. Educational Program designed for Adults (including programs designed for higher professional and university education).

It is laid down in the Rules that all the programs to be submitted for the present Contest must have clear and definite educational objectives, and be produced for broadcasting along systematic and well-planned lines in series.

1. The JAPAN PRIZE

The JAPAN PRIZE is awarded to the best entry in the sound broadcasting division and the best entry in the television division, each of which is judged as having high educational value and fully demonstrating the important role and great potentialities of broadcasting in the field of education. The Prize consists of the certificate of honour, the prize insigne and the cash award of $2,000, each.

2. Prizes for Excellent Programs include the following four prizes, each consisting of the certificate of honour, the prize insigne and the cash award of $1,000.

Sound Broadcasting:

The MINISTER OF EDUCATION PRIZE and the PRIZE OF THE GOVERNOR OR MAYOR of the locality where the Contest is held, respectively, is awarded to one of the two programs, each of which has been judged as the most excellent program in a category other than one in which a program has been awarded The JAPAN PRIZE.

Television:

The MINISTER OF POSTS AND TELECOMMUNICATIONS PRIZE and the ABE PRIZE, respectively, is awarded to one of the two programs, each of which has been judged as the most excellent program in a category other than one in which a program has been awarded The JAPAN PRIZE. (* The Abe Prize was created in memory of the late Mr. Shinnosuke Abe, former President of NHK, on whose initiative the present Contest was established.)

The JAPAN PRIZE (Le Prix Japon)

3. SPECIAL PRIZES, each consisting of the certificate of honour, the prize insigne and the cash award of $500, are awarded to the three sound broadcasting and three television programs, which have not been awarded any of the prizes described above, but which are judged as particularly admirable works.

V THE CORRESPONDENCE EDUCATION IN JAPAN

The Government in its educational policies has placed strong emphasis on the quantitative expansion of secondary education and introduced correspondence education system in addition to normal school education. Prewar correspondence education was intended for adults and not an integral part of school education.

At present, correspondence education is available for secondary and higher education in Japan. Correspondence education is provided, of course, for young people of secondary and higher school ages who work during the day. Correspondence education for those of secondary school ages can be completed in four years, but in the correspondence education for higher school ages, the students must attend lectures for one year out of the four years required for completion. This difference arises from the difference in the laws for secondary and higher education.

In other words, secondary education is aimed principally at "teaching", but in higher education research in science and arts is required. For this reason, it becomes necessary for correspondence students to attend school in order to satisfy the above stipulation.

Integration of correspondence education into the school education system has changed the former concept of school in Japan. However, since correspondence education is based on self-study and self-learning, advance to higher classes is lower than in the case of regular schools. In the circumstances, improvement of the learning methods in correspondence education has become an important question for the development of the correspondence education system.

1. Kinds of High School Education

About 73.6% of those completing compulsory education advance to senior high schools (1967). This rate of advance to high schools is increasing annually, and it seems as if high school education had now become compulsory. The desire of those who have not been able to advance to high schools is also very strong. As educational organs for working young people, part time schools and correspondence schools are available.

The educational contents of these three types of high school are identical and qualifications for graduation are also identical.

Day schools: Attend school six days a week.
Part-time schools: Attend school six evenings a week or attend it 3 to 4 days a week.
Correspondence schools: In addition to obtaining direct guidance at school once or twice a month, undertake self-study and self-learning at home using the same textbooks. Also submit reports specified by the school. Class advance is made through examinations.

Number of high schools and students (1966 survey by Education Ministry):

	Number of schools (incl. branch schools)	Number of students
Day schools	4,059	4,480,136
Part-time schools	2,091	507,159
Correspondence schools	72	130,756

Note: 73.6% of those completing compulsory education advance to high schools (as of 1967).

2. Present Status of Correspondence High Schools

There are now 72 correspondence high schools. Of these only one offers industrial courses, one offers home economics courses, one offers general and home economics courses in parallel and all others provide only general courses. Both the numbers of schools and students are increasing annually as shown below.

Year	Number of schools	Number of students
1962	67	79,612
1963	66	95,623
1964	67	108,419
1965	70	123,068
1966	72	130,756

The problem correspondence education poses is self-study and self-learning. And since only 20 days of school attendance a year is required, large numbers of students give up their study, being unable to surmount various obstacles. Consequently, the most important question at correspondence schools is how the students can be helped out of falling behind in their studies and how drop-outs can be prevented.

VI SENIOR HIGH SCHOOL CORRESPONDENCE COURSE OF NHK

In taking up broadcast programs as a means of promoting correspondence education, NHK has to tackle the following problems:

First, it is considered difficult for those who would take senior high school correspondence course by radio and/or television to continue regular listening and/or viewing on account of the irregularity of their working hours.

Secondly, if emphasis is to be placed on the principle that people should be made to learn whenever they have time to spare, the subjects chosen by them and the progress they make in their studies would become necessarily diversified and not uniform, and, as a result, it is feared that educational broadcasts might be utilized only for a short period of time by a small number of people.

Thirdly, in correspondence education by radio and television, it is impossible to give guidance to the individual student, and to exchange questions and answers satisfactorily between teachers and students. Basically, this problem involves a limited role of broadcasting in the field of education.

Confronting these diverse problems, we had to bring about a solution for them one by one.

To find a solution to the first problem, we conducted a nation-wide survey of the daily lives of individual students in 1964 so that we might determine what time is most convenient for them to utilize our broadcasts.

Furthermore, the results of the survey of the TV viewing potentiality percentage* conducted by NHK in 1965 show that the largest number of people (about 70%) can utilize programs if they are broadcast at 8:00 p.m. According to these surveys, NHK has scheduled radio and television programs of correspondence courses from 8:00 p.m. and from 9:00 p.m. respectively.

With regard to the second problem, those who are concerned with correspondence education in Japan have the view that, even in correspondence course broadcast, it would be more effective to make people learn at a given time and at given speed.

The third problem still remains unsolved. The solution is left for future study to be made jointly by those in charge of correspondence course broadcasts and the teachers engaged in this type of education.

NHK has long been engaged in educational broadcasts for schools (mainly for classrooms of primary, junior high schools and full-time senior high schools), and this experience can be said to have contributed greatly to the introduction of correspondence education in its broadcasts.

---

* The TV viewing potentiality percentage: the percentage of those who (1) have TV set at hand, (2) who can watch TV programs if they want, (3) who are in circumstances which allow them to watch TV programs.

Commenced in 1951, NHK correspondence educational programs have been expanded year after year, as follows:

1951 A high school correspondence course by a local radio network commenced, with curricula covering Japanese, English and Science.

1953 A law for the promotion of regular correspondence education for working youths enacted, and the high school correspondence courses developed into a nation-wide undertaking by radio, with curricula covering Japanese, English and Mathematics.

1954 High school correspondence courses programs increased, adopting a 2-grade curriculum system consisting of the primary courses covering lessons commenced in the preceding year and the higher course covering newly commenced lessons.

1956 The primary courses transferred to local networks in order to meet different circumstances in each region. Each local broadcast thus commenced in close connection with 70 high schools using the correspondence courses, engaging the services of local lecturers in respective regions.

1960 The middle-grade course commenced as a nation-wide program from Tokyo, with curricula covering Japanese, Mathematics and Japanese History.
Also in this year, the high school correspondence courses by NHK Educational TV network commenced, with curricula covering Chemistry, Electricity, Mechanical Course, Geography, English and Mathematics.

1961 The School Education Law revised and the establishment of independent schools specializing in correspondence course approved.

1963 The "NHK Gakuen Correspondence Senior High School" established as a wide-range correspondence high school.
A 4-year program for expanding the senior high school correspondence education put into operation, aiming at expanding the correspondence course curriculum in four years so as to prepare sufficient programs for the completion of senior high school. The first year increase of correspondence course programs thus carried out.

1966 The opening of all the 25 correspondence courses, which are essential for the completion of senior high school, accomplished.

1967 Diplomas given to the first group of people (2048 persons) who completed the "NHK Gakuen Correspondence Senior High School".

Program Schedule of Senior High School Correspondence Course for 1967

1. Educational Television Network (Weekdays)

	9:00 - 9:30 p.m.	9:30 - 10:00	10:00 - 10:30	10:30 - 11:00	11:00 - 11:25
Mon.	Modern Japanese(1)	Physics A	Mathematics I (part 2)	English A (3)	Mathematics I (elementary)
Tues.	Mathematics I (part 1)	English A (2)	Modern Japanese (3)	Mathematics II A	"
Wed.	English A (1)	Japanese History	Classical Literature B I (Japanese Class)	English A (3)	"
Thurs.	Biology Earth Science	Chemistry A	Mathematics I	Mathematics II	"
Fri.	Mathematics I (part 1)	English A(2)	World History B	Modern Japanese (2)	"
Sat.	English A (1)	Ethics Civics Politics Science Economics	Classical Literature B I (Chinese Class)	Mathematics II A	"

2. Educational Television Network (Sunday)

	AM 10.00-10.30	10.30-11.00	11.00-11.30	11.30-12.00	PM 1.30-2.00	2.00-2.30
Week 1st	Geography B	Earth Science	Chemistry A	General Homemaking	General Electricity	Special Curriculum
2nd	Geography B	Earth Science	Chemistry A	General Homemaking	General Electricity	Calligraphy I
3rd	Geography B	Physics A	Biology	Physical Education	Commercial Book Keeping	Music I
4th	Geography B	Physics A	Biology	Health	Commercial Book Keeping	Fine Arts I
5th	Exercise for each subject					

3. Radio (Second Network)

	8:00 - 8:20 p.m.	8:20 - 8:40	8:40 - 9:00	9:00 - 9:20	9:20 - 9:40	9:40 - 10:00	10:15 - 10:35	10:35 - 11:00
Sun.	Food I	Health & Physical Education	Special Curriculum					
Mon.	General Business	Geography B	English A(1)	Chemistry A	Classical Literature BI (Japanese Classics	English A(2)	Physics	Mathematic I Elementary
Tues.	Farm Management	Mathematics I (Part 2)	Modern Japanese (1)	Physical Geography	Japanese History	Modern Japanese (2)	World History B	"
Wed.	Modern Japanese (3)	Biology	Mathematics I (Part 1)	English A(3)	Homemaking	Mathematics II A	Ethics-Civics	"
Thurs.	General Business	Geography B	English A(1)	Chemistry A	Classical Literature BI (Japanese Classics)	English A(2)	Physics A	"
Fri.	Classical Literature BI (Chinese Classic)	Mathematics I (Part 2)	Modern Japanese (1)	Physical Geography	Japanese History	Modern Japanese (2)	Political Science. Economics	"
Sat.	Modern Japanese (3)	Biology	Mathematics I (Part 1)	English A(3)	Music I	Mathematics II A	World History B	"

When the broadcast of radio and television correspondence course programs got under way, their educational effect was recognized by various circles in society. And consequently, the Education Ministry, in 1957, legalized reduction of the total hours of compulsory schooling to those students who study senior high school correspondence courses over radio and television. (The total schooling hours required of the correspondence course students were thus reduced by 3/10 for those who study over radio, and by 5/10 for those who study over television, and by 6/10 for those utilizing both radio and television.)

In order to obtain effective results from broadcasts of this kind, it is necessary to provide correspondence course students with specially prepared textbooks, so that students may be informed previously of the whole system and contents of the correspondence courses, as well as of the requisite materials of broadcasts. In the actual broadcasting of senior high school correspondence courses, it is necessary to use such textbooks so that the students may be fully informed beforehand of the courses they have to follow, and so that they can be given additional explanations as to the points which cannot be fully understood by merely listening to the radio or by viewing televised scenes.

Thus, in order that the students can utilize senior high school correspondence courses effectively, it is imperative for them to use the specially-compiled textbooks mentioned above, together with ordinary textbooks and ordinary guidebooks. For this purpose, NHK has succeeded in combining these specially-compiled textbooks for broadcasts and ordinary guidebooks into one "guidebooks" after making joint study with those concerned with correspondence education.

At present, NHK is broadcasting a total of about 30 kinds of correspondence course programs according to the following schedule:

Radio - 2 hours 45 minutes Mondays through Saturdays, and 1 hour 15 minutes on Sundays.
Television - 2 hours 25 minutes Mondays through Saturdays, 3 hours on Sundays.

VII. NHK GAKUEN CORRESPONDENCE SENIOR HIGH SCHOOL

NHK has a history of more than 30 years in broadcasting school broadcasts (intended for full-time senior high schools). However, NHK's experience in transmitting correspondence educational programs is not so long. It is, therefore, necessary to collect data and materials to improve correspondence educational broadcasts and to promote their effective utilization. For this purpose, NHK established in April 1963, "NHK Gakuen Correspondence Senior High School". In addition to studying by textbooks and guidebooks, as in the case of students of ordinary correspondence courses, students of NHK Gakuen Correspondence Senior High School study by means of NHK's correspondence educational broadcasts. Ordinary correspondence senior high schools usually admit only those students who are residing within the prefectures where the respective schools in which they enrolled are located. However, NHK Gakuen Correspondence Senior High School lays down no restriction on enrollment, but admits students who are living all over the country, since they can study by means of broadcasts.

In NHK therefore, the producers and the NHK Gakuen teachers are jointly tackling the problem of how to improve their programs and how to make the students utilize them effectively.

This approach is being made from the following two standpoints:

(1) Improvement of the teaching system at school on the premise of using broadcasts.
(2) Improvement of the programs under the improved teaching system.

Outline of "NHK Gakuen Correspondence Senior High School"

The "NHK Gakuen Correspondence Senior High School" was established and has been managed by a corporation which is independent of NHK. The sources of operating funds include the tuition-fee from students and the subsidy from NHK. Relations between the school and NHK are as follows:

(1) The school management should be made by the NHK Gakuen Correspondence Senior High School; NHK should not directly deal with the school education.
(2) NHK correspondence course programs are not for only the students of the NHK Gakuen Correspondence Senior High School but for all students of Japanese senior high schools utilizing correspondence education.

1. Number of Incoming Students
   Approx. 18,000 (As of June, 1967)
   Male: 8,100
   Female: 9,900

In case a correspondence course is of nation-wide coverage, even if a student is transferred to another place, all he has to do for continuing his studies is to change the schools offering correspondence education.

2. Facilities of This School
   (1) Site: 13,061.61 m^2
   (2) Building: Ferro-concrete, fully air-conditioned.
   Total floor space of 3,215.3 m^2
   a) School house: 3-storied, partly basement equipped. Five common school rooms, special school rooms for Science and Homemaking, etc.
   b) Gymnasium, 2-storied, total floor space of 5195 m^2, with managing room, etc. on the first floor and an athletic hall on the second floor.
   c) Lodgings (accommodation capacity of 102 students), 2-storied.
   d) Fixtures: i) 4,200 teaching tools, ii) 1,200 articles furniture and fixture, iii) 3,700 books.

3. Teaching and Office Staff
   a) Teachers: 100 (approx.)
   b) Office workers: 50 (approx.)

4. Cooperating Schools
   a) In order to afford convenience for local students, 74 schools are appointed to be cooperating schools in the country.
   b) The cooperating schools conduct interview guidance and examinations.
   c) The cooperating schools include public or private schools in each urban and rural prefecture.

5. Educational Broadcasting
   (1) Utilization of radio and TV broadcasts
   Students can be given oral guidance through radio or television correspondence course programs using textbooks and reference books. In correspondence education, self-study is fundamentally required. However, such a way of education is not completely free of defects. In the "NHK Gakuen Senior High School", correspondence course programs are to be utilized at regular times so as to cultivate the right learning attitude of students and to obtain better training effects.

(2) Guidance by correction and interviewing, and examination conducted in exactly the same way as in the case of ordinary correspondence high schools.

6. Report

(1) To examine the process of each student's learning, the school instructs every student to submit a report on respective subjects once a months.
(2) The subjects of such reports are given by the school.
(3) Submitted reports will be sent back one month later to students after being corrected by teachers.

7. Regular Schooling

(1) Schooling is held for teaching basic particulars about each subject in direct contact with students. Students take this opportunity to make mutual interchanges.
(2) Number of Attendances
The standard number of attendances at schooling is 20 days a year, i.e., 1 to 2 times per month.
(3) Place and Frequency of Schooling
a) "NHK Gakuen Correspondence Senior High School"
Schooling is to be held 10 times a month, on 1st to 4th Saturdays and Sundays.
b) Cooperating Schools
Schooling will be held 2 times a month at respective 74 cooperating schools all over Japan on Sundays.
(4) School Camping
One of the principal features of the NHK Gakuen Correspondence Senior High School, the schooling camp is usually held two times a year (4 nights and 5 days for one camping) in each region, engaging the services of the school teachers and broadcasting instructors who provide interview guidances there in direct contact with students.

8. Examination
Examinations include interim and year-end examinations of which the interim examination is to be made, on an average, three times per one subject a year and the year-end examination is to be made once a year at the end of school year.

9. Study Term
In accordance with the law, a student can complete school work in a minimum term of 4 years.

VIII. ACTIVITIES OF THE NHK CORRESPONDENCE SCHOOL BROADCAST DIVISION

Since the time of commencement, the correspondence educational broadcasting has been steadily expanded and reinforced, by increasing the number of programs and extending broadcasting time. At present, the number of correspondence course programs is sufficient to cover at least the subjects indispensable for finishing the senior high school courses. Meanwhile, since the correspondence course broadcasting should be based upon the general rule of high school education, logical investigations must be made into such fundamental problems in education as "When", "Where", "What" and "How" to teach. Thus in the correspondence education of today, the most important concern is moving towards how to improve the quality of education in order to gain better teaching effects, emerging from the stage of increasing the volume of the programs.

The questions, "When" and "Where" concern themselves with the guiding programs. Therefore, in dealing with such questions, due consideration has to be paid to the sequence and scope of each subject. On the other hand, "What" is connected with the targets of the programs, and "How" to teach with the guiding methods. In order to fix properly the position of broadcasting in the correspondence education, scientific and systematic researches must be made, especially on the target of the curricula and the guiding methods.

What should be grasped, then, to obtain better teaching effects of the programs? First of all, it is advisable for program producers to produce programs with the most suitable manner of performance in due consideration of students' studying conditions, and at the same time, to be always aware of whether viewers or listeners are understanding the essential points of the programs.

Along this line, we started making joint researches on Mathematics in 1965, and on both Mathematics and English in 1966. From this 1967, we have been dealing with Geography, too, in addition to the two mentioned above.

1. English Program

In Japan today, there are about 130 thousand people who are taking senior high school courses under the correspondence education system, and most of them are working students—those whose daily working hourse are irregular, those who are working in areas far away from senior high schools, housewives in general. These people are usually working under strained circumstances. Their studying hours at home are very limited, and they are often to tired out with their work. Their teachers are, so to speak, usually papers of hometask, textbooks and radio or TV programs. They can meet a live teacher only 2 or 3 times a month. They are, therefore, obliged to suffer from a heavy burden in their studies and sometimes to give them up, unless the teachers collaborate with one another to eliminate unneccessary overlapping and other defects in teaching them. Thus, we intended not only to produce good educational programs, but also to keep in close contact with senior high schools engaged in correspondence education. The two parties have since been cooperating with each other in teaching the students while sharing the work properly. This, however, is easier said than done.

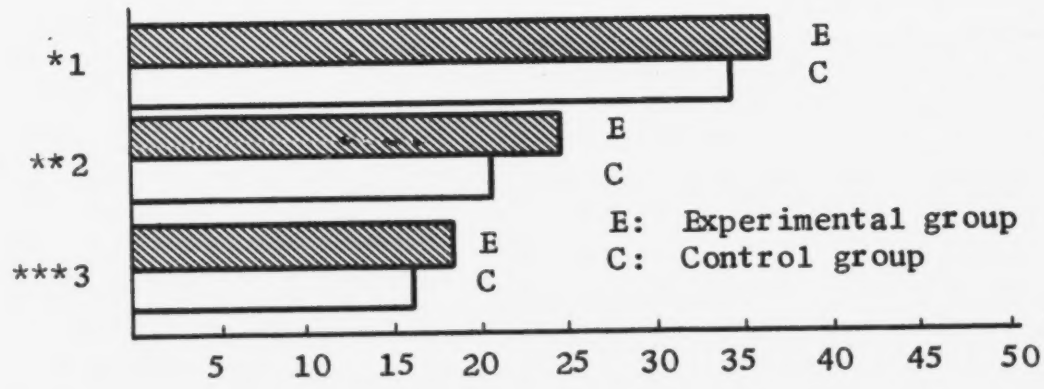
First of all, we took up the English lesson for examination. We compared our English lesson programs, textbooks for the high school correspondence courses and schooling, with a view to studying what kind of program is really effective.

Our research started in February, 1966. Since there are various factors influencing the curriculum, we were afraid that the effects would be difficult to analyse if all these factors had been changed experimentally. To begin with, therefore, we prepared a new form of studying material called "program sheets" so that the students can use them effectively right after they viewed a program on television. In this sheet, the essential points to be dealt with in the program are arranged in 20 or stages so that the students can easily learn and understand them step by step. In this case, the number of 20 may seem to be very small, but it was determined in consideration of the time to be spared by the students. What effects, then, could be expected from this specially-prepared sheet and from the TV program? We, in cooperation with the NHK Gakuen Correspondence Senior High School, conducted experiments and analysed their results.

For this purpose, we classified the students into two groups— those who viewed the programs while using the program sheets (Experimental Group): and those who viewed the programs while studing conventional printed material (Control Group). Prior to this classification, we subjected the students to preliminary tests and then to mid-term examinations to make the quality of the two groups uniform. From August through September 1966, the students belonging to the 'Experimental Group' were made to view a total of eight educational programs and, at the same time, to use the program sheets in question. Those belonging to the 'Control Group', of course, were given ordinary printed materials instead of the program sheets. The achievement tests were conducted in September. The results revealed that the experimental group generally did better than the control group. Worthy of particular note was that the hearing ability of the former showed a remarkable progress compared with the latter, so far as English was concerned. This was presumably because the program sheets were useful for the students in understanding what they had learned from the programs. And another achievement was that the students of small or medium scholastic ability has shown an appreciable progress in their attainments by the use of the program sheets.

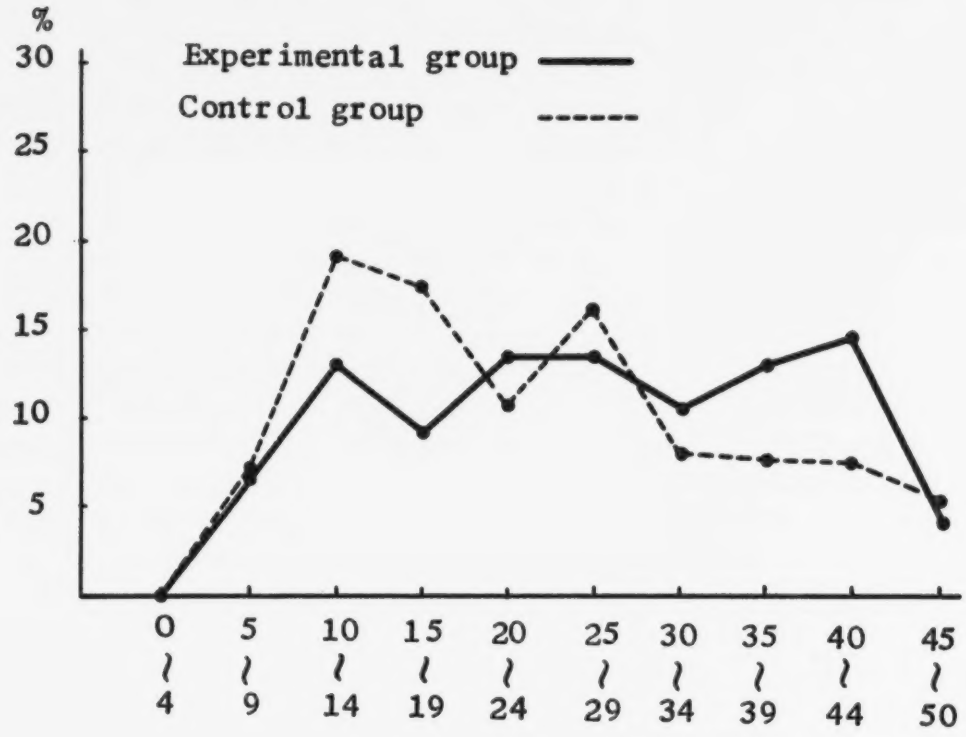
Part of the test results can be illustrated as follows:

—Average marks attained by the respective groups—

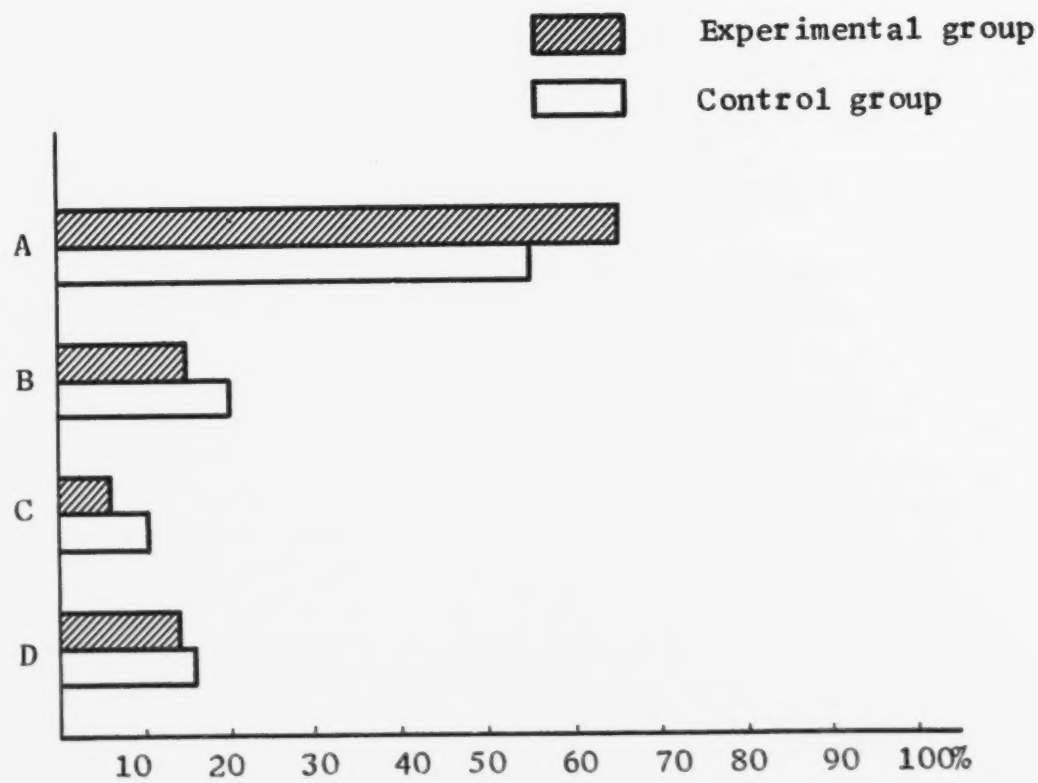


1. Students of greater scholastic ability
   *(Those who attained more than 40 marks in the preliminary test)
2. Students of medium scholastic ability
   **(Those who attained 39-33 markes in the preliminary test)
3. Students of smaller scholastic ability
   ***(Those who attained less than 32 marks in the preliminary test)

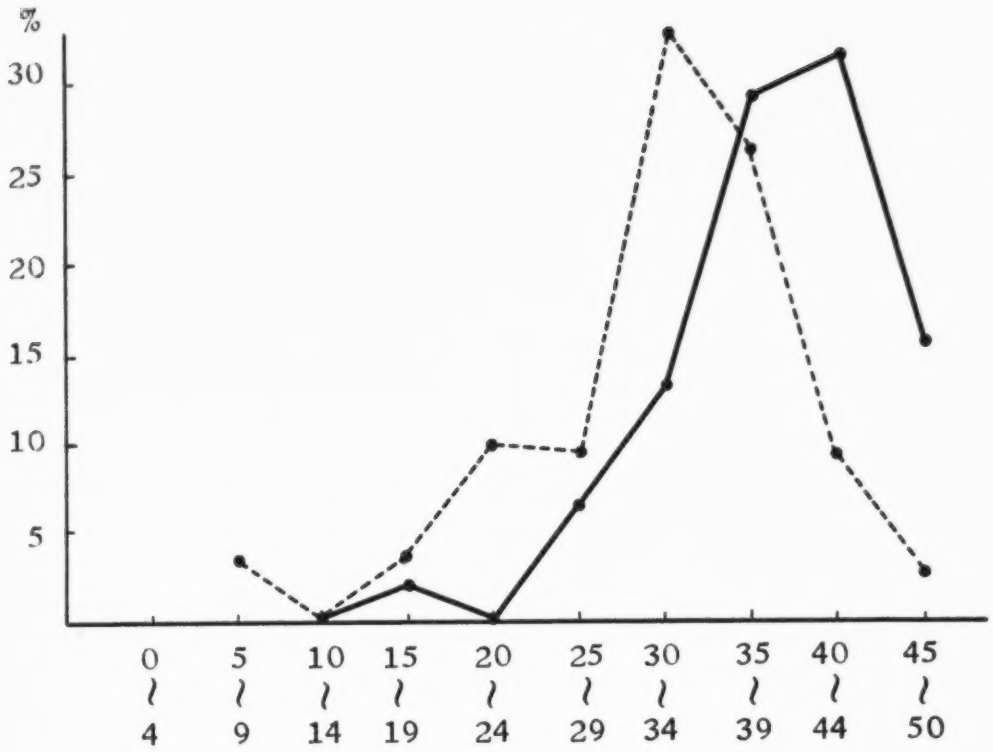
Distribution of the test results

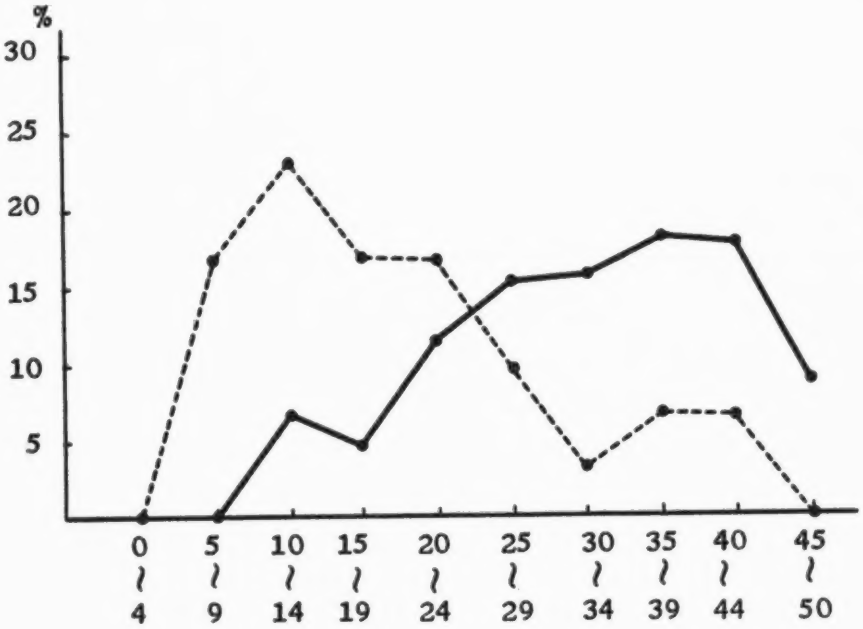


Hearing and dictation



Results of preliminary test





—— Those who submitted answers to the program sheet questions

----- Those who did not submitted answers to the program sheet questions

It must be pointed out that one idea is applicable to both the program sheets and the programs themselves—the idea of "priority learning". This common idea is aimed at treating only one subject (for example, "the present perfect form" in the study of English) in one program, instead of taking up many subjects at the same time, so that the students can make steady progress in their study.

In fact, there are not a few correspondence school students who will give up their study halfway. This may partly be because they are apt to lose their will to study when their questions are piled up. This trouble, however, can be eliminated by the new teaching method.

The "priority learning" does not mean lowering the teaching levels. The students usually view more than 100 TV programs in a year, so they are able to learn more than 100 essential subject during the one-year period. Such being the case, the quality and the amount of their learning will be all the more increased if these essential subjects are selected and arranged in an appropriate way.

Described so far is how the students should be guided by the schools in their study through TV programs. Is there, then, no need to change the programs to meet the requirement?

To answer this questions, we have decided to begin studying the production of programs with emphasis on the above-mentioned essential subjects and on the special training of pronunciation, which the correspondence school students find difficult to receive anywhere else.

Of course, such type of training is the work to be performed by broadcasting. Thus, we have decided to produce such new programs with stress laid on these two points. To what extent, then, will these programs be effective? To answer this question, it is necessary to work out a detailed experiment program and put it into practice. As a matter of fact, NHK is making, and will continue to make, assiduous efforts along this line.

2. Mathematics Program

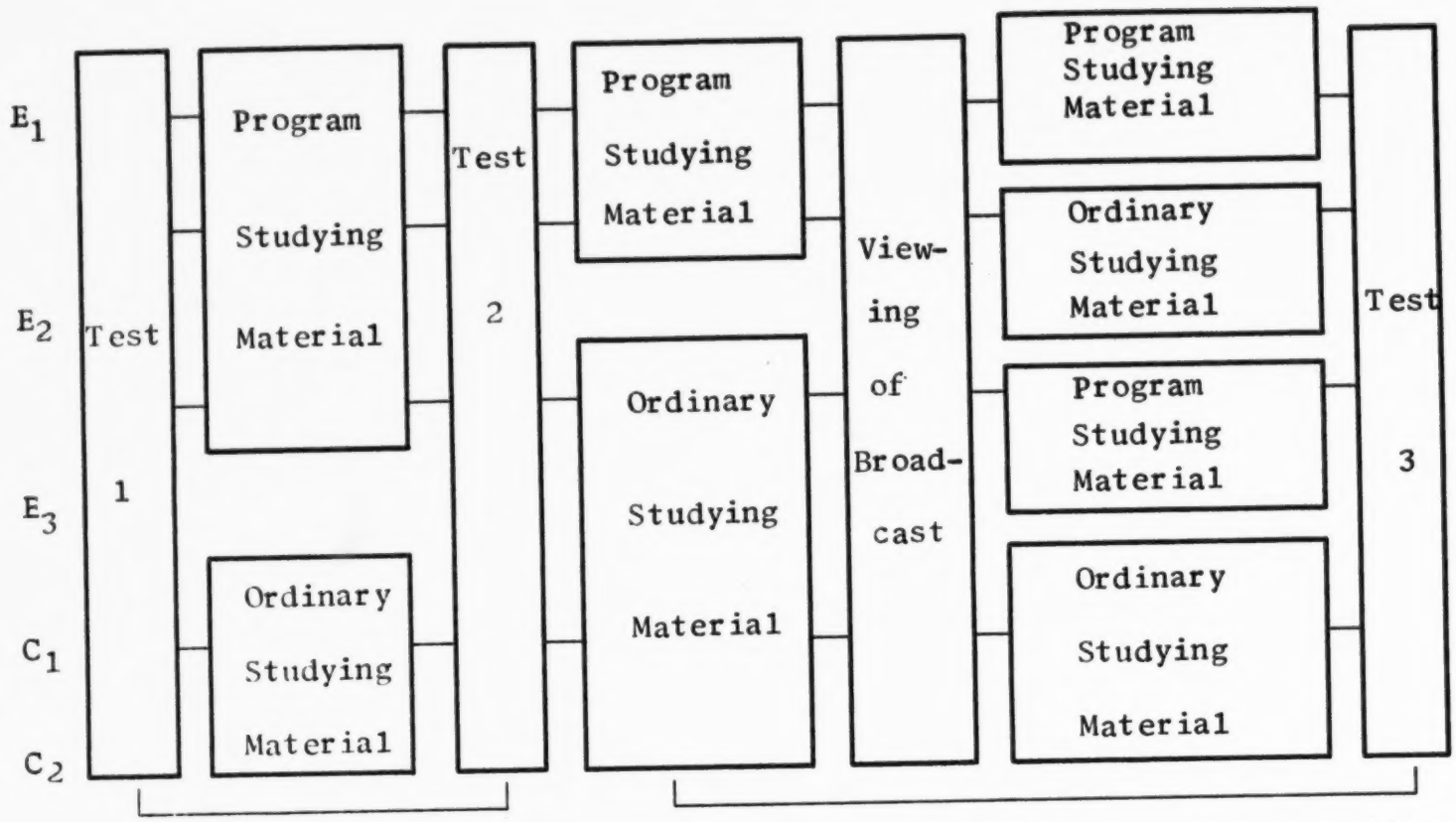
As already mentioned under the item of "English Program", the major problem confronting correspondence students is that they do not have enough time to study, and that unlike ordinary high school students who study under the guidance of the teacher they must study for themselves. In order to help them study effectively under such circumstances, it is necessary to provide them with appropriate study materials. Therefore, both schools and NHK's producers of correspondence educational programs have discussed effective ways and means of presenting and utilizing such school subjects as Mathematics, which require much self-study on the part of students.

Therefore, as part of joint research, NHK has adopted "Program Studying" since the last school year and is conducting research on the effect of the adoption of this studying method in the utilizations of "Mathematics Program". A total of 15 persons are participating in this joint research. They include NHK's program producers, teachers of Mathematics at the NHK Gakuen Correspondence Senior High School, the broadcasting lecturer of "Mathematics I" and members of the National Educational Research Institute.

In the first year, research was conducted to establish a comparison of students' understanding of the subject between one group of students who were given ordinary study materials prior to their viewing the broadcast, and another group who were given "program studying" materials. The result of this survey proved that "program studying" materials are more effective than ordinary studying materials. More scientific analyses were made this year by taking up such research subjects as a comparision of the results when "program studying" materials were given before and after the broadcast; the relationship between the contents of the broadcast and those of the "program studying" material; students' opinions on "program studying". In other words, this year's research was made not only on the "program studying", but also on the methods of its utilization. Thus, on the basis of such joint research, concerted efforts are being made to give students most appropriate teaching and studying materials, thereby to raise the effects of self-study on the part of correspondence students.

An outline of this joint research is given below: The 'Experimental Groups' and 'Control Groups' were set up as follows:

Table 1


E1
E2
E3
C1
C2
Test 1
Program Studying Material
Ordinary Studying Material
Test 2
Program Studying Material
Ordinary Studying Material
Viewing of Broadcast
Program Studying Material
Ordinary Studying Material
Program Studying Material
Ordinary Studying Material
Test 3
The effect of the use of "program studying" material is compared with that of the use of ordinary studying material.
Comparison of the difference of the effect of study when different combinations of the use of "program studying" material and ordinary studying material are used.

(1) The results of Test 1 and Test 2 are shown in the following table. From these results, it was made clear that the "program studying" material is not inferior to the ordinary studying method.

Table 2

	E_1	E_2	E_3	C_1	C_2
Test 1	71.0	70.6	69.1	70.3	69.2
Test 2	80.0				79.3

(2) The results of Test 3 are given in Table 3.

Table 3

	E_1	E_2	E_3	C_1	C_2
Test 3	37.8	45.7	62.7	33.1	33.5

From this table it is clear that Group E3 who studied by using the "program studying" material after viewing the broadcast scored very high marks. This gives us a valuable suggestion as to the method of utilization of "program studying" materials.

(3) The average marks scored in Test 3 by those who ranked high, medium and low in Test 1 are compared in the following table.

Table 4

	upper	middle	lower	total
E_3	76.4	61.1	51.8	62.7
C_1, C_2	49.5	34.4	16.8	29.3

From this table, it is evident that the "program studying" material was most effective for those who were ranked low. This fact also gives us an idea as to the method of study to be adopted in the future.

Prospect of the Research

On the basis of the results of the research mentioned before, we have to take into consideration the following points in producing our correspondence educational programs in the future. The present broadcast program of "Mathematics" includes almost the entire contents of the textbook, and exercises are also presented in the broadcast. This is because the broadcast program is compiled in such a way as to have students study the subject by utilizing the broadcast only.

However, from this research it was made clear that if students are given such study materials as to help them study for themselves, they can effectively review the lesson by using study materials after the broadcast. Therefore, it is not necessary to cover everything in the broadcast program, but emphasis should be placed on those aspects where the characteristics of broadcasting can be fully utilized. The broadcast should be of such contents that they would not hinder students' self-study. For this purpose, we feel it necessary to continue this kind of research to grasp the true situation of students' study. In this regard, NHK has already begun discussing the subject of research to be made in the next school year.

3. Geography B Program

A 3-year program of joint research on Geography B included in the correspondence senior high school curricula was commenced in 1967 under the themes of "how to cultivate higher ability of students in studying social science", "how should radio and television programs be carried out", "how should the schooling and the reports be connected with each other", etc. In the first year (1967), basic researches are to be made, putting emphasis on the following two points.

(1) To classify students into some groups by grasping the scholastic ability of each student in social science. Then, to examine the process of developing contemplative faculty of each student with regard to geographical matters by guiding them for a certain period with the same teaching materials.

(2) Thereafter, to classify students into several groups according to the degree of scholastic ability, each of which will be guided in the most appropriate ways. Then, the results of guidance are to be used as data for making investigations into problems in guidance and the proper way of correspondence broadcasting.

Promotion of Correspondence Course Utilization

NHK has been requesting some schools to make researches on correspondence education so as to throw light on its significance, while promoting the utilization of correspondence course programs and presenting the users in advance with the contents of programs. Under this system, 16 schools out of a total of 72 schools utilizing the correspondence education have been appointed to be agents for doing researches on the ways and means of correspondence course utilization and the improvements of the programs. Meetings of representatives of such entrusted schools are held regularly, where the results of researches are presented and then informed to all schools utilizing correspondence education programs.

IX. HIGHER EDUCATION AND CORRESPONDENCE EDUCATION IN JAPAN

1. College Education as Higher Education

The desire of the Japanese people to receive college-level education is very strong. On the other hand, changes in the industrial structure resulting from technological innovations are requiring a high-level knowledge and the technical skill of the working people.

In the circumstances, spread of college education as higher education in Japan is remarkable, and the numbers of both colleges and universities and students are increasing rapidly in recent years. The table below shows increases of the numbers of colleges and college students.

Number of colleges and students by year:

	1962	1963	1964	1965	1966
Number of colleges	565	591	630	686	759
Number of students	814,376	882,516	943,317	1,030,923	1,184,579

College education in Japan means professional education provided for two or four years for those who have completed the high school courses or for those who have scholastic achievements equivalent to high school graduates.

The general courses include
Day school course: Course requiring daytime attendance for 6 days a week.
Night school course: Course requiring evening attendance for 6 days a week.
To these was added the correspondence school course.

2. College correspondence education

With wider diffusion of general college courses, college correspondence courses are also being expanded.

	1962	1963	1964	1965	1966
Number of colleges offering correspondence courses	12	13	14	14	14
Number of students	56,115	61,520	63,672	69,837	76,066

College correspondence education in Japan was established in 1948, three years after the end of World War II, with the idea of providing equal educational opportunities for all by making college education available to the general public.

Correspondence education has been integrated into the official education system, and the courses are of the identical level with general college courses.

The students study at home using regular college textbooks and guidebooks, submit specified reports and advance and graduate when they pass specified examinations.

As in the case of the high school correspondence education, self-study and self-learning make it difficult for the students to surmount various obstacles, and many of them drop out before they complete their courses. This, together with means of improving the methods of guidance, poses a serious problem in college correspondence education.

Correspondence courses on TV

Time \ Days	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
a.m. 6:30 ~ 7:00		Math.	Math. (repeat)	Juris-prudence	Juris. (repeat)	History	History (repeat)
a.m. 8:30 ~ 9:30	Biology						

3. College Correspondence Education and Broadcasting

NHK commenced radio broadcasting of programs related to college correspondence education in 1961. Since then NHK has been presenting courses in cultural sciences, social science and natural sciences selected from general college courses and English as a foreign language.

Correspondence courses on radio

Time \ Days	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
a.m. 5:45 ~ 6:05	Psychology (Literature)	English	Psychology (Literature)	English	Psychology (Literature)	English
a.m. 11:40 ~ 12:00	Repeats of forenoon programs					

The broadcasting hours and subjects taken up are as shown in the table above.

Courses presented by NHK have been recognized as official courses by the universities offering correspondence courses, and in broadcasting these courses, steps described below are followed between NHK and the university offering correspondence courses:

(a) Subject to be taken up in broadcasting are selected by a committee composed of NHK and university officials.
(b) Lectures are recommended by various universities but NHK makes the selection.
(c) The selected lecturers prepare textbooks.
The university distributes the broadcast textbooks to the students as teaching materials.

Note: In Japan, every university is autonomous and does not recognize teaching materials written by professors of other universities, but special recognition is accorded teaching materials for subjects presented as broadcast programs.

When NHK undertook a survey of the utilization of correspondence courses by the general public other than the students registered for correspondence education in 1966, it was found that Law, Literature and History were widely popular with the general public as sources for acquiring culture.

These programs were found to be utilized principally by 20 to 40 age group but those in higher age group including those in their 60's were also utilizing them.

It is also significant that lately women who have been relieved from household chores to a considerable degree through rationalized home life are also utilizing these courses widely.

There is also a tendency of group utilization of these courses by people as local autonomous bodies are distributing the textbooks free of charge to them as a means of adult education.

4. Future of College Correspondence Education

The rate of advance to high schools has reached nearly 80%, and the rate of advance to colleges and universities is also increasing. The Japanese Government predicts that in near future, some 50% of high school graduates will be going on to colleges and universities. Many of the people are also desirous of acquiring a college-level education even though they may not attend colleges as students. NHK is now studying how such desire of the people may be assisted through broadcasts

X. FUTURE OF CORRESPONDENCE EDUCATION BROADCASTS

NHK has already been presenting correspondence education programs for years. During these years, the diffusion of secondary and higher education in Japan has been remarkable.

It is the rise in the national income arising from the economic growth of the nation, which supports such a remarkable diffusion of education. Also, technological innovations that have been supporting the economic growth are beginning to influence education towards reforms in contents and methods. As a result, modernization of education is called for, and the audio-visual method is coming into limelight. In the circumstances attending the world of education, correspondence education broadcasts are beginning to play a more important role.

In particular, the focus of attention now is the study of how education programs may be utilized to obtain the highest educational results. NHK is studying such questions in collaboration with school teachers in order to reflect the results in the programs as well as to contribute towards reforms in educational methods.

XI. SPECIAL PROGRAMS FOR PHYSICALLY OR MENTALLY HANDICAPPED CHILDREN

There are an estimated total of 1,100,000 children in Japan who are blind or deaf, or otherwise physically or mentally handicapped, and who require specialized education. Recently, the need for providing such education has became an urgent necessity, and important steps are being taken in that direction. But the scale is smaller, and it is said that only 13.7% of the mentally retarded children are attending schools (children being educated at special educational institutions).

Since the inception of the "TV school for the deaf" in 1961, NHK has been placing particular emphasis on these special educational programs not only for the benefit of the unfortunate children but also for the purpose of creating public interest in the need of such education.

The result achieved so far are highly appreciated, not only by the families of handicapped children, but also by educators.

In 1965, the "TV school for the Deaf, Section 2", was inaugurated for early-stage education of deaf and dumb children as well as the "Merry Class Room", another TV special class for mentally retarded children.

For stammers, a Special Language Training Class is broadcast once a week in the Educational TV Network begining in 1966.

XII. SOCIAL EDUCATION PROGRAMS

1. Basic concept of social education programs

(a) In view of the importance of the role radio and television play in education, NHK presents the following programs in parallel with school programs:

- Educational programs for homes for the purpose of cultivating knowledge and wholesome sentiments in infants and pre-school children as well as of promoting wholesome development of young people.
- Lecture courses in languages which directly serve in daily life; practical courses in vocational guidance.
- Youths programs; women's programs which are livelihood guidance programs intended for group listening and viewing.

(b) Social education programs are presented as follows:

		(per week)
General TV network	45 programs	12 hrs. 35 min.
Educational TV network	78 programs	41 hrs. 40 min.
Radio 1st network	24 programs	4 hrs. 42 min.
Radio 2nd network	131 programs	39 hrs. 35 min.

(c) In presenting these programs, publicity through publication of textbooks and pamphlets and through information on the means of utilization are provided. Promotion of group listening and viewing in various communities are also undertaken, thus encouraging systematic and continuous utilization of social education programs.

2. Concrete methods of utilizing social education programs and results thereof

Social education programs are utilized as follows:

(a) While maintaining close relations with the central and local administrative agencies, academic societies, national federation of audio-visual education societies, national public hall liaison council, etc., nationwide promotion of the social program utilization at social education organs is undertaken.

(b) Textbooks for language and various other programs are edited and published (22 kinds totaling 1,145,000 copies for 1965) and pamphlets and leaflets are published and distributed for the purpose of publicizing broadcasting plans, program schedules, contents of the programs and methods of utilization.

(c) In order to obtain maximum results in continued learning through utilization of broadcasts, organization of users is promoted and training of leaders is undertaken.

(d) For the purpose of applying the over-all effect of the social education programs in the daily life of general listeners and viewers, several cities in the country are selected and campaign for "application of the result of broadcast program utilization to daily life" is conducted so as to promote utilization of broadcast programs by the whole community. By these methods, utilization of educational programs is actively promoted, and considerable results are being achieved.

3. Foreign Language Lessons

NHK's foreign language lessons have a long history. In radio, they were started in 1925 with the "Summer English Course" and have been on the air for nearly four decades. In TV, the "English Conversations" was commenced with the inauguration of the Educational Service. Therefore, it was 8 years old in 1967. At present NHK's foreign language lessons cover 6 tongues, i.e., English, French, Spanish, German, Chinese and Russian. They are broadcast in 16 courses- 6 in television and 10 in radio. The weekly air time totals 14.5 hours (17 programs) in TV, and 24.5 hours (47 programs) in radio. These are broadcast throughout the country over the Educational TV Network, the Radio 2nd and FM Network. The majority of these programs are rebroadcast for the benefit of student. They are broadcast as follows:

(a) English language programs (6 courses in radio and Television)

i. Textbook editing and publication
Basic English, English Conversation (beginners and middle classes) textbooks totaling 5 kinds are published every month. These total 680,000 copies a month (8,200,000 copies a year).

ii. Correction of textbook study papers. During 1966, an average of 18,000 test papers were sent in for correction each month.

(b) Other language programs (10 courses in radio and television)

i. Textbook editing and publication
Seven kinds of textbooks dealing with 5 languages are edited and published every month, or every other month. The total number of textbooks published reaches some 1,430,000 copies a year.

ii. Correction of textbook study papers
An average of 5,000 papers are submitted for correction. These are broadcast throughout the country in the Educational TV Network and over the Radio 2nd Network.

List of Foreign Language Lessons (* Rebroadcast)

English

Radio 2nd	Fundamental course of English	Mon. - Sat. Mon. - Sat. Mon. - Fri.	6.05 - 6.25 a.m. *3.25 - 3.45 p.m. *6.20 - 6.40 p.m.
Radio 2nd	Fundamental course of English (Second step)	Mon. - Sat.	3.45 - 4.00 p.m. *7.15 - 7.30 p.m.
Radio 2nd	English Conversation	Mon. - Sat.	6.25 - 6.40 a.m. *3.10 - 3.25 p.m. *6.40 - 6.55 p.m.
ETV	English Conversation (Beginner Class)	Mon. Wed. Fri.	6.00 - 6.30 p.m. *7.00 - 7.30 p.m.
ETV	English Conversation (Middle Class)	Tue. Thurs. Sat.	6.00 - 6.30 p.m. *7.00 - 7.30 p.m.
FM	English hour	Mon. - Thurs.	10.00 - 10.40 p.m.

French

Radio 2nd	Elementary course of French	Mon. - Sat.	11.00 - 11.20 p.m.
ETV	French lesson	Tue. Thurs. Sat.	7.30 - 8.00 a.m. *11.25 - 11.55 p.m.
FM	French and German culture Series	Fri.	10.00 - 10.40 p.m.

German

Radio 2nd	Elementary course of German	Mon. - Sat.	7.00 - 7.20 p.m.
ETV	German lesson	Mon. Wed. Fri.	7.30 - 8.00 a.m. *11.25 - 11.55 p.m.
FM	German and French culture Series	Fri.	10.00 - 10.40 p.m.

Spanish

Radio 2nd	Elementary course of Spanish	Mon. Wed. Fri.	11.20 - 11.40 p.m.
ETV	Elementary course of Spanish	Tue. Thurs.	6.00 - 6.30 p.m.

Chinese

Radio 2nd	Elementary course of Chinese	Tue. Thurs. Sat.	11.20 - 11.40 p.m.
ETV	Chinese course	Mon. Wed. Fri.	6.00 - 6.30 a.m.

Russian

Radio 2nd	Elementary course of Russian	Mon. - Sat.	7.20 - 7.40 a.m.

4. Vocational and technical lessons

NHK presents technical lessons directly linked with everyday life, such as the "Vocational Lessons", the "Abacus Lesson" and the "TV Auto School". These programs are aimed primarily to assist viewers improve their ability and pass various state or public examinations for licenses or qualifications.

Music lessons for the home on the violin, piano and guitar are provided by first class musicians. These vocational and technical lessons are widely utilized also as cultural material and social education closely connected with everyday life.

Vocational Lessons

Since April 1961 this program has been presented in short courses in hairdressing, beauty culture, dressmaking, bookkeeping, slide-rule, repairing radio and TV sets, etc.

In 1967, the one year program was divided into three different terms devoted respectively to repairing TV sets (Apr. - July), car maintenance (Aug. - Oct.) and to bookkeeping (Dec. - Mar.).

Abacus Lesson

The "Abacus Lesson", given both in radio and TV, is designed to help master this traditional art of calculation in half a year starting with the fundamentals. The lesson is so devised that it may be utilized by as many people as possible from school children to housewives, to say nothing of those engaged in business.

TV Auto School

The "TV Auto School" is aimed at teaching accurate and safe driving with its curriculum involving laws and regulations, structure of automobiles, etc., devised to create sensible drivers. The "School" is extensively used not only by those now aspiring to obtain driving permit but also by veteran drivers.

3. Agricultural programs

The population of Japan is close to 100 million of which 30 million are engaged in agriculture.
For the modernization of agriculture from the aspect of management capacity and technique it has been forced to change over to large scale agricultural management through cooperativization and induction of large-size machinery. Added to this, much efforts is now exerted toward training youths who will be the future leaders of agriculture in Japan. Since long ago (from 1927) NHK has been devoting great efforts to programs for farmers, choosing the most appropriate time in the morning to help them build happy lives.

At present, NHK televises agricultural programs every week which total 7 hours and 14 minutes or about 14 programs.
There is also radio broadcast of 41 programs weekly, totaling 16 hours and 45 minutes.

Roughly we can classified the agricultural programs into two groups. One comprises programs so-called general agricultural programs providing information. For instance, these programs analyze the position of agriculture in the overall national economy, offer the farmers advise on what sort of products should be cultivated in what manner, and how farm management should be handled or improved.
These also provide information on new methods of farm management and administration as well as new farming technique.
The other is a group that provides information on basic knowledge of farm management and agricultural technique for young people of rural areas, who are destined to shoulder Japanese agriculture in the future.

Against the background of the decline in the number of successors to farmers on account of the successive outflow of youths anxious to find employment in other industries, for several years it has been realized that more youths must be trained for agriculture.
For this purpose, since 1965 the task of fostering the organization of "the training of successors to farming through utilization of broadcasts" as a joint venture with the Agriculture-Forestry Ministry, was started. The plan places emphasis on the organization of groups of young farmers, the collective listening to radio and TV as well as practical training. Thus, the aim is to fully utilize NHK programs from all angles through these groups. As a result, some 5,500 groups have been formed, comprising of some 103,000 members all over the Japan.

6. Programs for small children

Programs directed at small children provide plenty of happy dreams and hopes. In radio the "Pippo Pippo Bon Bon" full of songs and music, and the "Come out, stories!" nursery programs are highly popular. In TV, there are number of programs for kindergartens and day nurseries, as well as the "Together with Mom" for mother and their little children to enjoy happy moments together.

The "Picture Book of Songs" is a morning program of light-hearted songs. The "Funny Calabash Island" (puppet show) and the "Dr. Encyclopedia" in the afternoon are packed with fun for children after they return home from school. Many of these programs are in color.

As for a scientific program for children, "Four Eyes— Scientific Study by Camera" has been most outstanding. In this series of television programs wonderful natural scenes which can not be observed by naked eye have been presented one after another by using special equipment. In this program natural things and phenomena have been observed through four different kinds of visual scenes, namely, sensations obtained by magnifying or contracting subjects, perspective and things seen with naked eyes. Besides, quizzes and studio shows have been inserted into this program so that children can study science while enjoying it.

7. Women's programs

The "NHK Women's Class Groups" which were first organized voluntarily in 1959 for the purpose of systematically utilizing NHK's women's programs have steadily increased, so that at present there are approximately 25,000 such groups throughout the country with an aggregate membership of about 300,000. There are operating in their own ways to suit for their respective conveniences---some meeting every week, others once a month---to achieve maximum results.

One of the characteristics of the "NHK Women's Class" is that it is meant for study. In order to ensure systematic and continious studies, this programs presented in series of 2 months, each taking up one problem systematically from various angles.
Another feature is that the program is presented in such a way that the lecture given, or rather the program itself, does not show any conclusion to the problem discussed but offers clues for group studies and discussions. Thus the "NHK Women's Class" is serving as an important link connecting broadcasts and social education.

Conspicuous among the women's programs is the "Hallo Madam".
This has been claiming a considerable progran rating.
Dedicated to ordinary housewives, this progran has brought every possible problem familiar housewives into focus with good sense, and has given audiences appropriate advice or hints to help them enrich their daily life, while creating a pleasant atmosphere in the studio.
Since the begining of this regular progran, a number of housewives have been invited at every presentation to the studio to take part in the progran.
It seems that this progran has thus brought about a new image of audience participation programs.

8. Young people's class

The question of juvenile delinquency now appears to be almost universal. In view of the irresponsible practices of some mass-communication media, the mission entrusted to NHK is very important indeed.
Since early in its history NHK has been engaged in a long series of ambitious campaign programs designed to encourage the healthy growth of young people.

From 1965, this program series was further consolidated, dealing with various problems from many angles. For the purpose of experimenting with group learning activity through the "Young Class" program, 16 classes throughout Japan were commissioned in 1954. Today 54 classes (one in each prefecture and 9 in Hokkaido) are engaged in group learning activity through utilization of broadcasts with the aim of attaining basic cultural enhancement as social beings, of learning how to get along with others, as well as to pursue sound living habits.

9. Programs for business management

Small enterprises, playing very important roles in Japanese economy, pose various difficult problems. NHK, which has presented numerous programs to help enterprises devise new management methods, further expanded such programs in 1965 chiefly for the benefit of such small businesses.
At present the following programs are presented:

Educational TV Network

"New management Methods for Small Enterprises"

Monday	The Road to Modernization
Tuesday	Industrial Management
Wednesday	Commercial Management
Thursday	New Fields of Enterprises
Friday	Happy Working Places
Saturday	Topics of the Week
Sunday	Present Day Management

"Radio Network"

Monday	New Industrial Management
Tuesday	New Commercial Management
Wednesday	Tomorrow's Working Places
Thursday	Legal Knowledge for Small Businesses
Friday	Future Enterprises

10. Science programs

NHK presents scientific programs for the general public—10 in TV and 9 in radio. All the subjects treated are of the type suitable to the people living in this age of science.

For housewives, the "Science in Living Room" and the "Your Health" provide scientific knowledge directly linked with homemaking.

For the general public, the "For the Tomorrow" the "Science Thousands and One Night" are designed to spark the people's interest in science by making it enjoyable. The "Album of Nature" and the "Along with Nature," both scientific record of nature in the four seasons, enjoy a long-standing reputation, and many have been introduced overseas through program exchange arrangements with foreign broadcasting organizations.

Since 1965, the new program "Science for All" was inaugurated for young men and women to help them foster accurate and well-balanced scientific knowledge in preparation for the advancing scientific age.

Also inaugurated from 1965 was to "Lecture on Science" for the general public to assist people to acquire overall knowledge of science and technology which are being steadily diversified.